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ABSTRACT

A study was undertaken in the Spring of 1974 to evaluate the effectiveness of the administrative structure of the instructional program of East Los Angeles College (ELAC) and to make recommendations for change. Since ELAC was founded 29 years ago each new discipline has been established as a separate department; at the time of the study 27 such departments were reporting directly to the dean of instruction. At the direction of the college president, the dean of instruction led the department chairmen in a study of the historical development of college instructional organization, an appraisal of the existing effectiveness thereof, and a survey of the organizational pattern of 25 similar institutions in California. Both the survey and the search of the literature disclosed a marked preference of instructional administrators for a division or divisional/departmental structure of 10 or fewer units. A transition to this system at ELAC was considered too disruptive. Recommended instead was a grouping of the existing departments under two or three assistant deans each of whom would be given line responsibility for limited and specific functions and elimination of the evening division as a separate administrative entity. Additional organizational changes were also recommended. Appendices include organizational charts, questionnaires, duty statements, and related reports and recommendations. (Author/AH)

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THE ORGANIZATIONAL STRUCTURE OF THE INSTRUCTIONAL PROGRAM OF A COMMUNITY COLLEGE: AN EVALUATION WITH RECOMMENDATIONS FOR CHANGE

by

Jack E. Smith, M. A.

East Los Angeles College

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June 1974

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INTRODUCTION

The instructional program of East Los Angeles College had essentially the same administrative organization in the Spring of 1974 as it had when it first commenced operation in 1945. The College added instructional departments as the faculty grew and as new courses and curricula were developed. At this writing, there are some 16,000 students, almost evenly divided between day and evening and with Outreach programs offered at more than twenty off-campus locations.

Not surprisingly, the simple organizational structure appropriate to earlier days has come under increasing strain as the faculty has grown to 252 day positions and more than 600 positions in the evening. The instructional program has been divided into twenty-seven departments, with each department chairman reporting directly to the Dean of Instruction who serves as the chief administrative officer for instruction and curriculum. The volume of decision-making at the dean level has long been regarded as excessive. In March of 1974, the President directed the Dean of Instruction and the department chairmen to investigate the effectiveness of the organization of the instructional program in light of current and prospective needs of the instructional program. With leadership to be provided by the Dean of Instruction, a report of preliminary findings and recommendations was requested by July 1, 1974. It was further directed that recommendations for changes in the organizational

structure, where made, include plans for implementation, including the numbers and classifications of personnel to be involved, a calendar of dates for the proposed changes, and required capital expenditures, if any.

BACKGROUND AND SIGNIFICANCE

The Need for Reorganization

The need for reorganization in institutions of higher education is widely agreed upon amongst authorities in the field. Ikenberry (1971) cites the turmoil on college campuses in recent years as the principle reason for increased attention to the governance process. He identifies five trends which have focused attention on the decision-making process and the issue of governance on campus.

1. The demise of the academic mystique. Campus governance on many college campuses collapsed in the 60's. External lack of trust has forced institutions to open the decision-making process.

2. Decline in autonomy. The college president has greater need than heretofore to solicit the confidence and support of such external agencies as the alumni and legislators, as well as faculty, staff, and students. These and other forces challenge institutional autonomy which was so long virtually unquestioned in American higher education.

3. Procedural regularization. Increased standardization of governance procedures and codes and the demands of greater accountability legislate against the ad hoc and more informal approaches to governance of the past.

4. Conflict recognition and management. Conflict on campus is

no longer regarded as exceptional. Accordingly, a need is perceived for adequate mechanisms for identification and management of conflict. The traditional academic organizational structure does not provide for this need.

5. The need for decentralization. A number of recent reports and surveys of higher education advocate reorganization as a means to needed decentralization of the decision-making process.

Hodgkinson (1971: 149, 150) sees the need of reorganizing existing structure to provide for administrative demands external to the institution and which are tending toward greater centralization while, at the same time, providing for increased decentralization at the campus level. As Hodgkinson puts it, "From the model of class size, we can say that the ideal governance structure would be a system in which decisions affecting individual's lives and commitments would be made in the smallest possible units, while matters of logistics and support services should be made in the largest context available". He alludes to a process of "selective decentralization" which would result in a greater number of decision-making groups of shifting membership which will complete their work and disband. Columbia Junior College in California is cited as operating with no standing committees whatsoever, all problems being dealt with by ad hoc committees which consist of almost anyone concerned enough to work on solutions.

Lombardi perceives the department chairman as a key figure in educational revolution (Lombardi 1973: 33, 34). He points to President Nixon's Task Force on Education, 1969, which assigned the junior college a role in national policy-making designed to resolve economic and social

problems. The notion that all citizens should have access to the community college is seen as having a marked effect on the status and prestige of the community college. Lombardi sees the impact of this development as he comments, "These trends attest to the important role the chairman and the department have in our colleges. They also make it clear that the chairman's problems and opportunities today are different from those he confronted yesterday. Yesterday's problems required solutions that caused little change in the basic structure of the college and rarely threaten the security of instructors. Today's solutions often undermine the structure and threaten the security of instructors" (Lombardi 1973: 34). A special report of The Carnegie Commission on Higher Education (June 1970), "The Open-Door Colleges" calls for a reexamination of the governance structure of community colleges. Local boards are asked to delegate substantial responsibility to the administration and faculty on campus as well as providing opportunity for students to participate in decisions relating to educational policy and student affairs. Surely this requires a structure for the campus instructional program that provides for such participation.

An extensive survey of 688 public two-year colleges was conducted in 1970 in which the president of each college was asked to complete a survey about his campus organization (Tillery: 1970). The data is most comprehensive in that there is indicated the need for institutional reorganization as perceived by most of the members of the campus community including presidents, deans, faculty, trustees, student governments, and community groups. Administrative groups, presidents, deans, etc. are relatively more concerned for change than faculty groups. (See Chart 1.)

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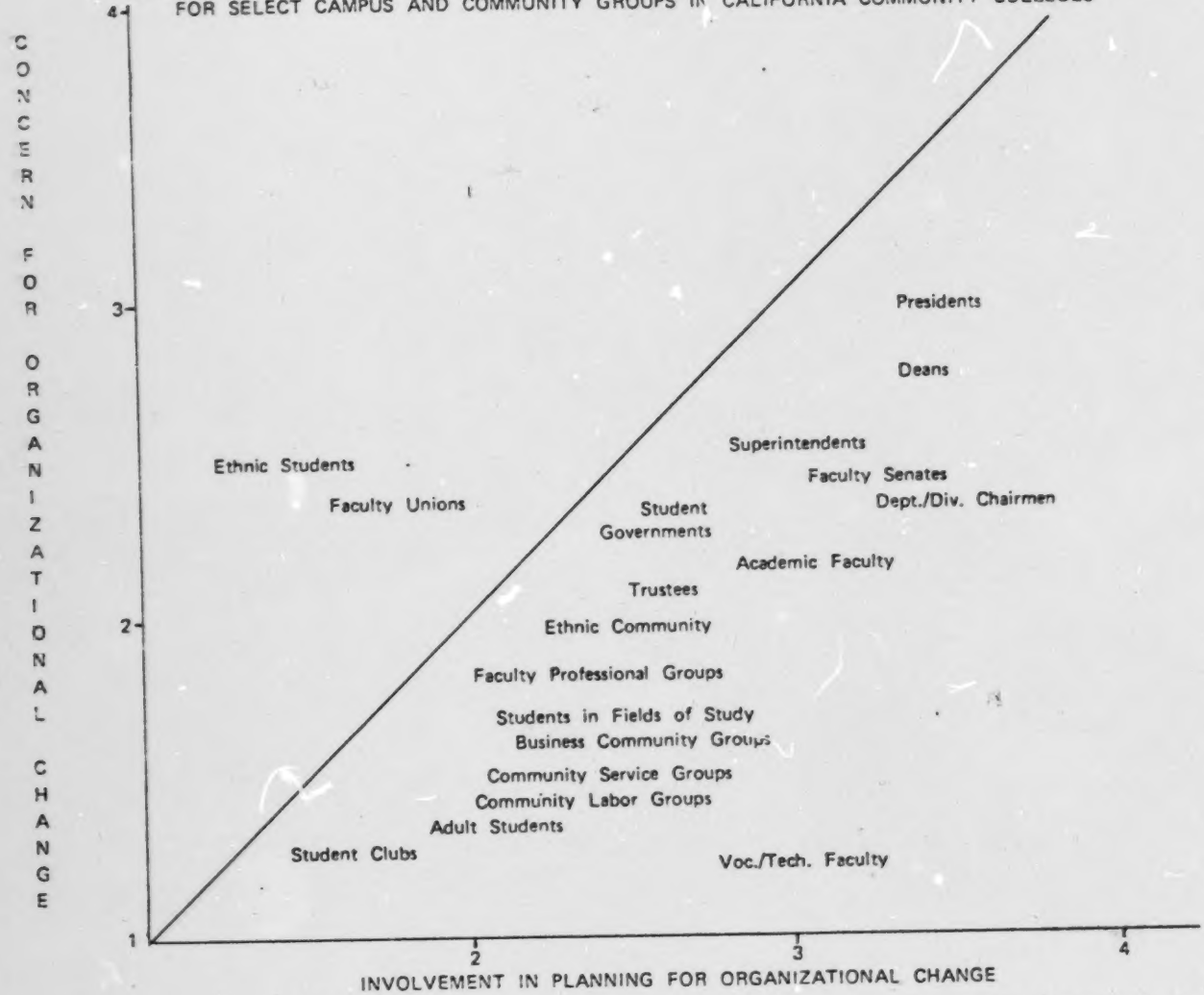
Chart 1

CONCERN FOR ORGANIZATIONAL CHANGE AND INVOLVEMENT IN PLANNING FOR SUCH CHANGE FOR SELECT CAMPUS AND COMMUNITY GROUPS IN CALIFORNIA COMMUNITY COLLEGES



A score of 1 = none; 2 = some; 3 = quite a bit; 4 = very much. The number of cases vary by category since some presidents reported certain categories to be non-existent.

(Adapted from Tillery, Dale, 1960, "Variation and Change in Community College Organization", University of California. Berkeley)

Tillery reported that nearly forty percent of American public two-year colleges plan to change organizational structure by 1975. This is so even though most presidents indicated that they did not regard their organizations too hierarchical, bureaucratic, or rigid in view of changing student need. Concern was shown by the presidents of younger institutions and by presidents of very large institutions both of whom were more inclined to see their organizations as more rigid than the group average.

It is also reported (Tillery 1970: 11) that there is tendency away from traditional organization according to subject matter:

> Interdisciplinary structures are clearly preferred to traditional subject matter areas, and the department is no longer the preferred pattern of organization. Nevertheless, departments seem to have new credibility when conceived as subordinate units to more broadly conceived divisions. Nevertheless, there is great interest across the country in interdisciplinary programs and half or more of the presidents in the various states and state groups being reported prefer such a conceptual basis for organization.

Another trend reported expressed preference for a reduction in the total number of administrative units in the instructional program. This was, not surprisingly, most marked in larger and older institutions (California, Oregon, Washington) where there were high proportions of colleges with sixteen or more instructional units. It is reported that over seventy percent of the nation's community college presidents prefer less than ten administrative units in the instructional program. Also, the divisional or divisional/department form is found to be favored over the department. (See Chart 2). It is interesting to note that in California community colleges the technical vocational faculties and faculty professional groups were less concerned for change than their peer groups nationally. Also in California it was noted that department/division chairmen, faculty senates, and student governments were somewhat more interested in being involved in planning for change than were their peer groups nationally.

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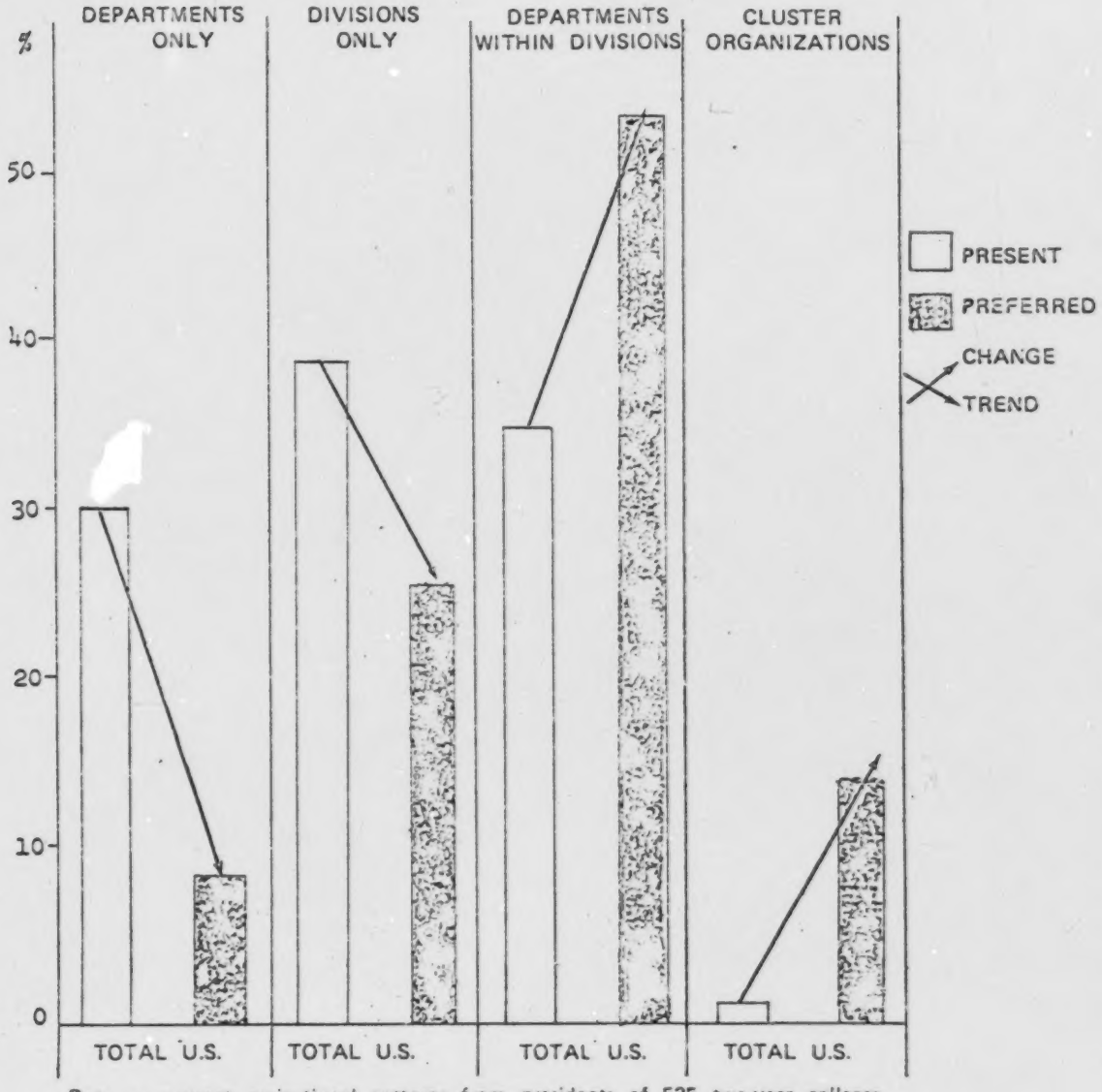
Chart 2

PRESENT AND PREFERRED ORGANIZATIONAL PATTERNS IN PUBLIC TWO-YEAR COLLEGES IN THE UNITED STATES



Data on present orgizational patterns from presidents of 535 two-year colleges.
Data on preferred patterns from 484 colleges.

(Adapted from, Tillery, Dale, 1970, "Variation and Change in Community College Organization," University of California, Berkeley)

The organizational structure of the instructional program becomes of special interest as collective bargaining becomes more common at the community college. Lombardi (1973: 17) states that the department as an organizational unit because collective bargaining agreements tend to reduce administrative authority over departmental activities and to increase that of the instructors. It is common for the collective bargaining agreement to assure certain departmental and instructor prerogatives and, therefore, the departmental unit and its role become of increasing interest to both teacher organizations and administrations as collective bargaining approaches. Lombardi in a recent monograph entitled "Implications for Community College Governance Under Collective Bargaining" (Lombardi 1974: 13) indicates that the trend in collective bargaining agreements is to designate instructional resources personnel, chairpersons, and non-supervisory administrators as part of the employee unit. Administrations and boards of trustees, on the other hand, are fearful of losing control over the performance and activities of the department level supervisor (Kerry Smith: 1969).

Purpose and Definition of the Problem

The decision to reconsider the organization of the instructional program and to propose needed changes required the administration and faculty to declare its expectations of the instructional program structure. It was recognized that it was not enough to determine what other institutions' plans, successes, and failures had been. One also needed to know what they were attempting to achieve. What was East Los Angeles College trying to achieve? Consideration of structure could not proceed without a review of what we wanted to do, and where it could best be done.

Within the deanship of instruction, the allocation of responsibilities is reflected in the duty statements of the Dean of Instruction, the Assistant Deans of Instruction, and the department chairmen. These duties are similar to those at most community colleges, particularly so as respects the duties of the department chairman. Lombardi suggests that the duties of community college department chairmen may be listed under five headings: General Administration, Curriculum and Instruction, Teacher Improvement, Student Relations, and Community Relations (1974: 2, 3). Except for responsibilities in the area of community relations, the duties of the department chairmen at East Los Angeles College can be accurately categorized and examined under these headings.

Chairmen at the college have been functioning most satisfactorily in those duties associated with general administration such as; preparing teaching schedules, allocating faculty office space, supervising storage and care of equipment, and acting as liaison between faculty and administration. They have been effective in the general area of curriculum and instruction, although, much of the initiative and responsibility has resided with the Office of Instruction. Chairmen have also performed well in the supervision and guidance of new faculty, in chairing departmental committees for the selection of new faculty members, and in the evaluation of faculty members in accordance with college and district requirements. Few responsibilities have been imposed in student relations, and chairmen have had little experience in working with community advisory committees in other than occupational programs.

It was the feeling on the part of the President and the Dean of Instruction that more responsibility be assigned to department level

supervisors than had existed. Chairmen at the college had had only nominal involvement in development of publications relating to departmental programs, in the preparation of departmental budget, in planning for improved facilities, or in furnishing leadership in faculty development. Additionally, chairmen had not been made to feel specific responsibility for the coordination of departmental programs with college objectives. From the standpoint of the administration, it was felt essential that some means be found to delegate additional decision making in these areas from the Dean to department chairmen or other supervisors.

The identification and implementation of a promising organizational structure is, in itself, insufficient. An administrative or management system can scarcely be acceptable unless the human factor is taken into account. Since administration has the prerogative and the responsibility for educational outcomes, it is the administration which must secure acceptance of the administrative structure. An important factor in securing such acceptance is convincing the people who comprise the system that the college management process is in step with their own objectives. Where changes are to be implemented, it is important that the stated goals not constitute a threat to important segments of the campus community. The organization exists to facilitate the educational process. It is important that both process and organization be perceived as supportive of, rather than threatening to, personal and institutional objectives. (Roueche, et al, 1971: 27, 28)

President Harlacher, formerly of Brookdale Community College, issues a challenge to all who address themselves to the task of planning management systems:

> I suggest that if we undertake to provide "guaranteed accountability"--not guaranteed performance, for there are too many ways of covering up mistakes in this area--I suggest that we will be forced to acquire and execute effectively the technological know-how of which private industry now appears to be the sole source. I suggest that this is the only course open to us if we are to preserve the enormous gains education has made over its long history and, at the same time, apply the technology that can facilitate accomplishment of our objectives. And I submit that, in such circumstances, faith in the community colleges seriousness of purpose and determination to fulfill its mission within its community will be revitalized, and that those of us who are involved in the teaching-learning process will acquire new vigor.

Although Harlacher's statement was made in a general context, it surely applies with full force to the area of instruction and curriculum with which this paper deals.

The most important function of the Office of Instruction at East Los Angeles College involves leadership in the management of resources to implement the educational goals of the institution. In Governance for the Two-Year College the following description appears, "The Office of Instruction must serve to identify needs through examination of the context within which the institution functions, through interrelationships with other staff offices, and with students and with members of the faculty through the committee structure. After confirming the existence of needs, the institution implements the learning process through curricula, courses, seminars, and workshops". (Richardson 1967: 157)

The reorganizational effort at East Los Angeles College has been directed toward the development of a structure which will satisfy these goals.

PROCEDURES

Initiation of the Study

It was the College President's wish that evaluation of the operation of the instructional departments at the College be undertaken by department chairmen with leadership by the Dean of Instruction. The evaluation was to culminate in a presentation of findings in a report to the President to be submitted no later than July 1, 1974.

The President specified that the report should include the following:

1. An account of the development of departmental structure at East Los Angeles College.
2. Recommendations for change, where made, should include:
   a. Personnel changes appropriate to the recommended changes
   b. Capital improvements required, if any
   c. A calendar for implementation
3. In anticipation of continuing group discussion after the committee's report was submitted, it was decided that findings and recommendations be presented in a form suitable for reproduction and distribution and/or for the preparation of visuals.

Activities

A meeting of department chairmen on March 14, 1974, was devoted entirely to a discussion of activities proper to the development of the preliminary report. It proved necessary because of the large size of the meeting (twenty-seven chairmen and the dean) to divide the group into

three smaller groups and schedule additional meetings. These were held on April 4, 15, and 16. A plan was developed to proceed as follows:

1. A subcommittee of chairmen serving on a volunteer basis would meet with the dean on a continuing basis until a rough draft of the report was prepared. The rough draft would be submitted for discussion, recommendation, and approval to department chairmen meeting as a whole.
2. The subcommittee would examine the existing organizational structure to determine its effectiveness in accomplishing those duties assigned to the dean and chairmen as reflected by their respective duty statements.
3. The subcommittee, in conjunction with the dean, will develop or direct the development of all information deemed necessary to the preparation of the final report.

At a meeting of department chairmen on April 25, ten chairmen volunteered to serve on the recommended subcommittee. This group first met on May 2 for two hours. There were four subsequent meetings on May 9, May 14, May 28, and June 4. The subcommittee was directed to present the rough draft of its report to the regular meeting of all chairmen scheduled for June 6.

Determination and Rationale of Procedures Used

Agreement was obtained at the first meeting of the subcommittee on the basic information to be obtained and the procedures to be followed. The dean was asked to initiate the following steps:

1. Research and assemble for subcommittee use a historical survey of the origination of the instructional departments of the

college. The survey was to include a historical account of the first date of offering of major disciplines.

2. Gather information on the current organizational pattern of instructional programs of selected California colleges which resemble that of East Los Angeles College.
3. Obtain for subcommittee use a summary of pertinent literature on community college departmental organization.
4. Provide a digest of opinions expressed in the department chairmen's meetings of March 14 and April 25 and in the small group sessions on April 4, 15, and 16.
5. Assemble and prepare for subcommittee use such additional information as might, in the dean's opinion, be of use in the development of the report.
6. Compile a list of the principal operational responsibilities of the Office of Instruction with an estimate of the total percent of total time devoted to each.
7. If any of the foregoing required professional assistance from other than available college personnel, the retention of consultants was authorized.

The chairmen of the subcommittee were mindful of administrative concerns regarding the effectiveness of departmental supervision as detailed in this paper under "Purpose and Definition of the Problem", page 8. So, also were they mindful of certain opinions of their chairmen-colleagues which were set forth in the brief mentioned in No. 4 above.

There was subcommittee consensus that the presidential charge to

the chairmen for a preliminary evaluation would be satisfied by a search for background materials such as proposed above combined with suchrecommendations as the findings might justify. The subcommittee was at all times aware of the preliminary nature of their activities. Even such recommendations as might result would be subject to modification as the college moved into an all-college management-by-objectives effort in the 1974-75 academic year.

Lastly, the subcommittee possessed full appreciation of the human element involved in planning organizational change for a college thirty years old. The administration was committed to principles of participative management; it was essential that the subcommittee consider only those changes which, in its opinion, had some likelihood of acceptance and hence eventual implementation.

Limitations of the Study

The previous section sets forth limitations to this study imposed by the initiating assignment of the president, express wishes of department chairmen, constraints relating to the size and age of the institution and by the time available for the preparation of the preliminary report.

In addition to these, there were considerations of an institutional nature which imposed practical limitations upon the scope of this study and the permissable range of the recommendations.

1. Growth in day student enrollment and in the full-time career faculty had virtually ceased. Recommendations for additional personnel, both professional and classified, would need be accomplished out of the limited felxibility provided by resignations and/or retirements.

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2. The master building plan of the college was complete. Authorization for new construction to house altered administrative units would be hard to obtain. Authority to proceed with other than minor alterations and improvements in existing structures would also be difficult to obtain.
3. The college was shortly (1974-75 academic year) to commence the development of its first master educational plan. This activity would entail an exhaustive and highly detailed review of institutional mission and objectives and an evaluation of the organization of the college in every department. Any recommendation by this committee to be regarded as tentative and perhaps transitional.

Collection of the Data

The chairman's subcommittee called for information which required the following:

1. Search of the college catalog files in the Office of Instruction from 1945 to 1974 to ascertain the year each department commenced; whether or not it still continued in 1974 and under what name; and appropriate notation where departments had combined or subdivided.
2. A study of courses by major subjects as they had existed over the ten-year period, 1964-1974, inclusive.
3. The deans of instruction of twenty-five California community colleges which were similar in size to East Los Angeles College were asked to respond to a series of questions concerning the organization of and future plans for the instructional program of their institutions. (See Appendix H).

4. A brief of the opinions concerning organization of department chairmen as expressed in the meetings of March 14 and April 4 and the small group sessions of April 4, 15, 16 and 25. (See Appendix M)
5. Conduct a review of current literature relating to the organization of community college instructional programs with particular attention to the functioning of instructional departments or department/divisions and the chief campus academic officer. Make selected publications available for review by the subcommittee according to their interests.
6. Prepare for subcommittee review and possible subsequent use by other groups such charts, graphs and other visuals as might facilitate understanding and promote discussion of the possibilities and problems of various organizational concepts and structures.

Treatment of Data

The task of the subcommittee was to study, compare, evaluate and recommend both the structure and probable acceptability of alternative forms of organization. This was essential and necessarily judgemental. The data served as the background for informed decision making by the chairmen and dean.

Much of the information that was gathered was historic or descriptive in nature. Statistical data involved small samples or for other reasons did not, in the opinion of the investigator, promise meaningful measures of central tendency or reliability.

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FINDINGS AND INTERPRETATIONS

Historical Overview of Department and Curricular Growth

Records in the Office of Instruction, principally the general catalogs, revealed how little change in departmental structure had occurred in the past 29 years. The results of this examination are presented graphically on Chart 3.

The College in its early days clearly declared a "department" to exist in all the major disciplines taught even though an examination of faculty records shows that such departments frequently consisted of a single person and were hardly viable administrative units. The formation of new departments throughout the history of the College was a matter of convenience and accommodation in most cases. Housing was temporary and makeshift until the late Fifties and there was a tendency to continue the same combinations of disciplines, as departments, once permanent buildings were erected.

Most new departments have been created by a division of existing departments: viz. Engineering to Engineering and Architecture (1963); Business to Business Administration and Secretarial Science (1968); and Physical Education to Men's Physical Education and Women's Physical Education (1970). New departments in ethnic studies, Mexican-American Studies and Afro-American Studies, were created in 1968, mostly in response to student and community pressure.

A study of the number of courses cataloged in the major disciplines over the past 10 years reveals a steady increase in titles in most

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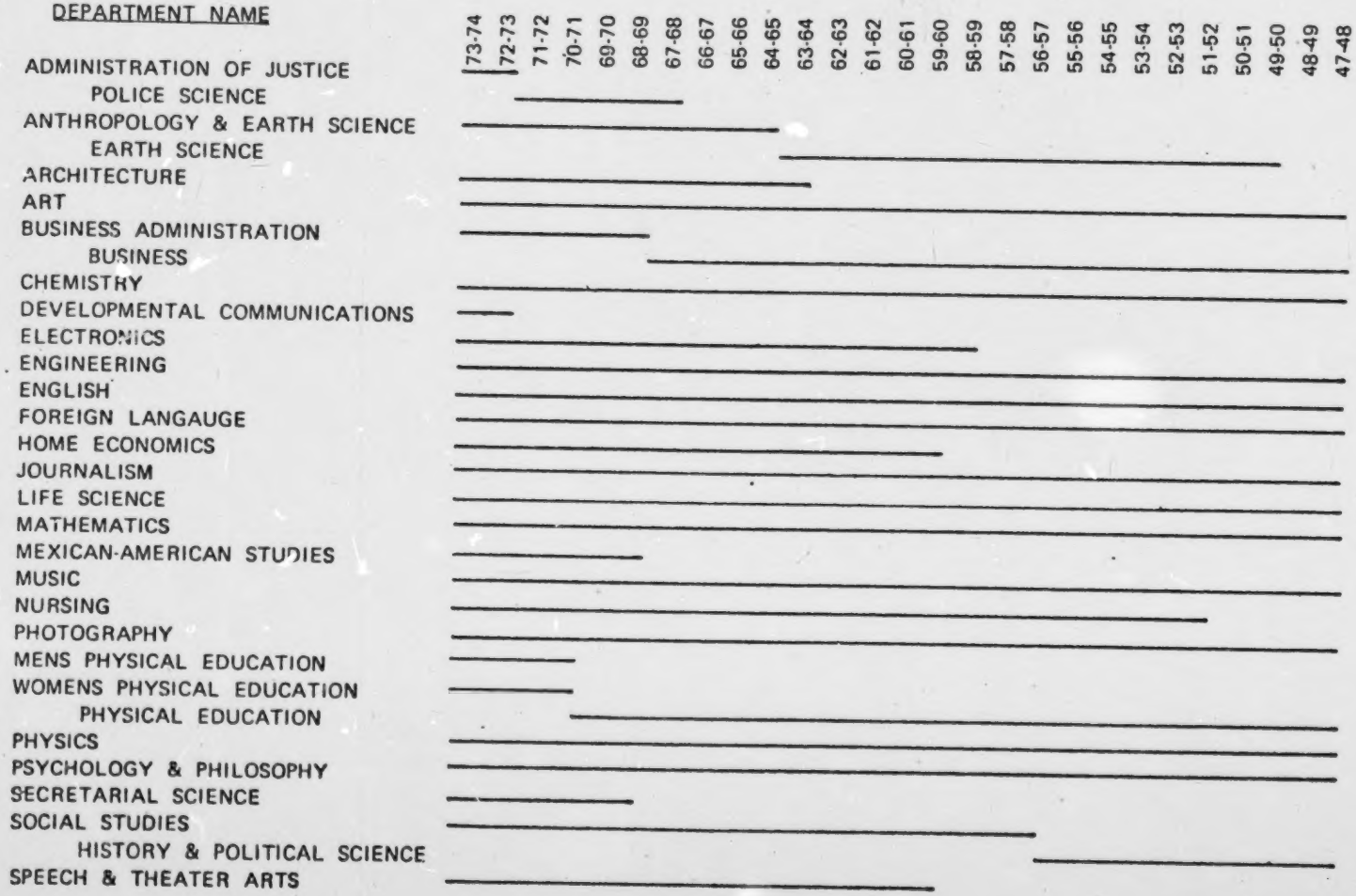
Chart 3

DATE OF ORIGIN AND CHRONOLOGICAL DURATION OF INSTRUCTIONAL DEPARTMENTS

EAST LOS ANGELES COLLEGE 1945 - 1974



subjects and a number of new subjects, particularly in occupational areas. (Appendix A). With the exception of ethnic studies courses, new courses of study were accommodated in existing departments and did not lead to the formation of a new administrative units.

Historical precedent, thus, proved of little value to present day planners. Like most colleges, East Los Angeles College departments grew along the lines of related disciplines with little thought, and apparently little need,for considerations of administrative efficiency.

Organizational Structure and Plans of Comparable Colleges

Twenty-five community colleges, in California were identified because of similarity to East Los Angeles College in student enrollment and faculty size or because of information which indicated organizational activity or structure of interest to our study. (Appendix G) A questionnaire of eleven questions was prepared and used a a guide for a telephonic interview with the dean of instruction or his assistant at each institution. (Appendix H). A total of twenty-one successful contacts were made. Table 1 sets forth selected responses form these contacts.

Regardless of the pattern of organization of the various colleges, the deans of instruction were uniformly concerned with the effectiveness of the structure within which they worked and were knowledgeable of and had given consideration to alternatives. Those institutions which had made changes recently or which were in the process of change emphasized the need to involve all members of the college community in such a major undertaking. In none of the twenty-one institutions consulted was approval by the board of trustees required in order to permit reorganization.

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Table 1

Organizational Structure and Plans for the Instructional Program of Twenty-One California Community Colleges, June 1974 (Selected Responses from Questionnaire, Appendix H)

1. Organizational Pattern

a. Departments Only	7	(Range: 16 to 24 departments)
b. Divisions Only	5	(Range: 5 to 11 divisions)
c. Division/Department	5	(Range: 5 to 10 divisions)
d. Other Patterns	4	(3 modified divisional; 1 modified dept.)

2. Student Enrollment, 1973-1974

Student Enrollment	Day No. of Colleges	Evening No. of Colleges
Below 5,000	2	4
5,000 to 5,999	3	3
6,000 to 6,999	6	5
7,000 to 7,999	2	2
8,000 to 8,999	2	4
9,000 to 9,999	2	1
Over 10,000	4	2
	21	21

3. Size of Faculty

Number of Faculty (F.T.E.)	Day No. of Colleges	Evening No. of Colleges
Below 150	4	0
150 to 199	4	3
200 to 249	5	0
250 to 299	5	1
Over 300	3	8
	21	12*

* No response by 9 colleges.

Table 1 (continued)

4. Is change in organizational structure contemplated in the near future?

Now Organized by Division or Division/Department	No. of Colleges
Yes	2
No	8
Now Organized by Departments	
Yes	4
No	3
Other Organization Pattern	
Yes	1
No	2
Undecided	1
	21

5. If now organized by departments (only) do you as an instructional administrator regard divisional structure as superior to your present organization?

Yes	6
No	1

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1. All but one college which was organized by departments believed divisional structure to be a superior pattern.
2. Most respondents expressed the opinion that the number of instructional units reporting to the dean was too large. Two colleges with a divisional structure would like to have fewer divisions, one wishing to go from 10 divisions to 5 while another moved from 7 divisions to 5. One large college with 5 divisions expressed a desire for additional and smaller units inasmuch as some divisions were composed by 50 faculty members which was regarded as too many.
3. Only 3 colleges had changed from the department to division structure and 2 of these changes occurred 14 and 20 years ago, respectively. The third college changed recently but the change was made by administrative directive.
4. With only one exception, all colleges which reported recent organizational change or which were in reorganization at the time of contact indicated that the effort was a cooperative endeavor involving administration, faculty, and the faculty senate.
5. All respondents cited faculty resistance as the major obstacle to whatever organizational efforts they had made, which was underway, or contemplated at the time of the contact. The commonly reported faculty preference was for a larger number of instructional units to be organized along discipline lines and with accountability directly to the dean.

6. Four colleges were at some stage of reorganization at the time of contact. All indicated that changes would be undertaken gradually with careful evaluation at each step.
7. Several larger colleges which were organized departmentally were trying to utilize the assistant dean by either placing him in line relationship with certain departments or in line relationship with all departments but for a limited number of functions.
8. Colleges which reported departments within divisions were divided as to the appropriate strength and importance appropriate to the department: Two believed that departmental prominence weakened divisional harmony and should be discouraged; two believed a measure of intra-division competition to be beneficial and, therefore, favored the development of departmental identity and goals.
9. Two colleges reported a degree of dynamism and flexibility in structure in that the number of departments is annually reviewed to assure that they continue to be viable administrative units supportive of the objectives of the college educational programs.

Chairmen's Subcommittee Activities and Recommendations

The ten chairmen who composed the subcommittee were given specific instructions as to their role (see page 13). They made specific plans for the conduct of their work at their first meeting on May 9, 1974 (see page 13). The culmination of their activities was to be a report which was to be submitted for review by the department chairmen, as a whole, in June. This report, as revised, was to be the basis of the report requested by the President which was to be submitted by July 1, 1974.

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The subcommittee as a group reflected rather closely the attitudes which appeared to be consensual at the March 4 and April 15 meetings of all chairmen and of the small-group session of April 4, 15, and 16 (see Appendix M). These were principally concerned with the threat to important departmental prerogatives which were identified with divisional structure and a definite reservation toward any change which would place a level of hierarchy between the department chairman and the dean of instruction.

The subcommittee did become convinced, however, of the undesirability of continuing direct line authority by the dean over virtually all instructional and curricular affairs. An examination of the tasks performed in the Office of Instruction led to a subcommittee conclusion that the office was understaffed both as to professional and clerical personnel. (Appendix B) It was also observed, importantly, that a very considerably amount of delegation of line authority to the assistant dean of instruction had occurred over recent years although the organization chart showed this to be a staff position. (Appendix F)

A review of the organizational structure and plans of other community colleges, summarized in the previous section, tended to confirm the supposed difficulty of structural modification. There did not arise from the subcommittee any recommendation for change although there was consensus as to need. At this point, the dean proposed that he bring to the subcommittee a plan which would not be divisional but which would accomplish a decentralization of the decision-making process. This was agreeable to the group.

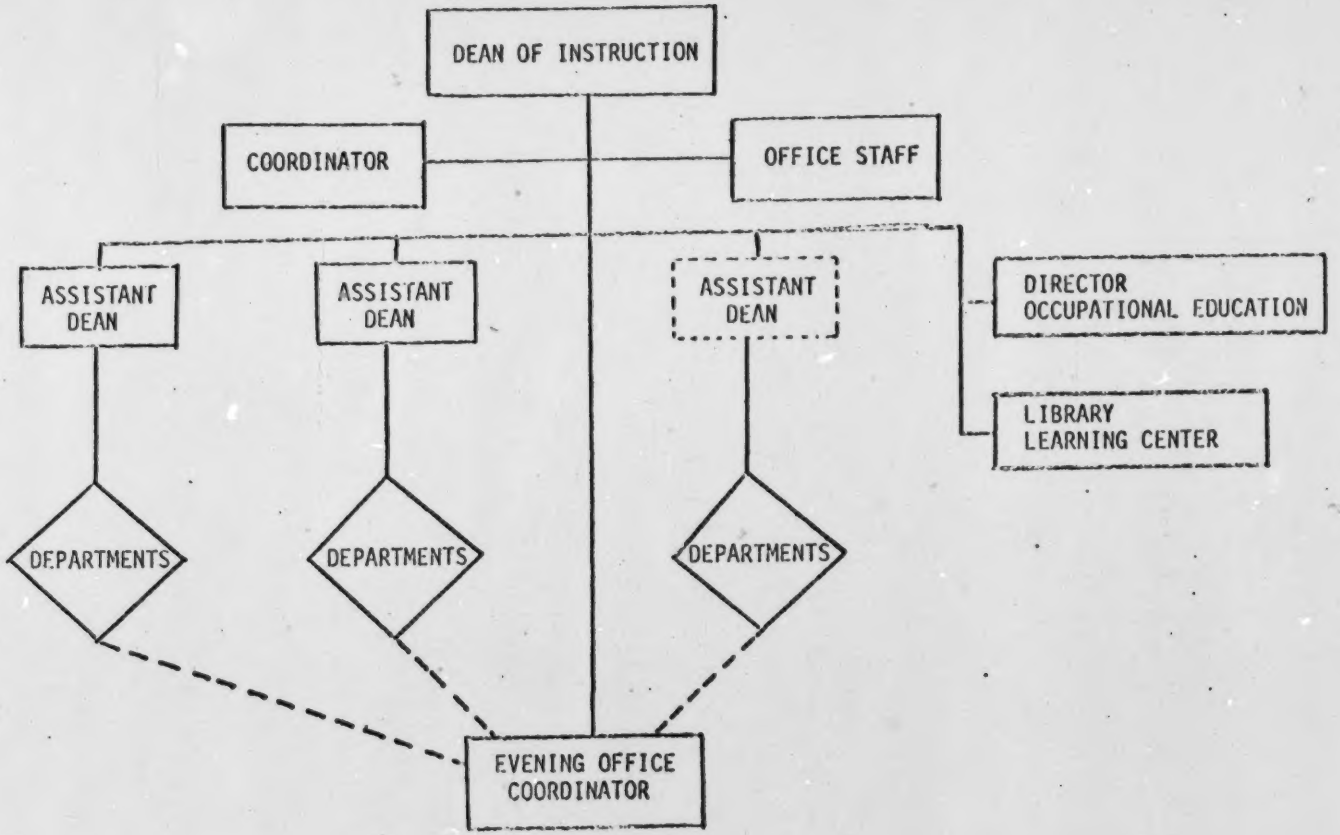
The dean presented an organization pattern very similar to that adopted by Los Angeles City College in 1971. (See Chart 4). Los Angeles City College had over 30 instructional departments at that

Chart 4

PROPOSED ORGANIZATION OF THE EAST LOS ANGELES INSTRUCTIONAL PROGRAM

(Chairmen's Subcommittee on Organization)

DRAFT Committee Use Only



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time and, after a comprehensive analysis of its administrative structure, announced a "directorate" of instruction to be composed of 3 departmental divisions headed by assistant deans. The director of instruction had the rank of dean; the evening division was abolished as a separate administrative entity. (See Appendices I and J).

The structure proposed differed from the Los Angeles City College plan in that the evening division is continued as an administrative entity with a certificated person of the rank of coordinator intended to provide continuity and cooperation between the assistant deans who are given line authority over most evening instructional affairs. A number of the larger departments had had "evening chairmen" who, it was proposed, would be designated as vice-chairmen and who would report to the department chairmen although the major responsibility would continue to be supervision of the departments' evening program.

The subcommittee at its May 21 meeting discussed and approved this plan in its general aspects and decided to include it in the report to all chairmen at the general meeting of June 6. This report (see Appendix K) (1) incorporated general consensual observations of the subcommittee, (2) recommended rejection of further consideration of conventional divisional plans, (3) recommended a study of need for additional personnel in the Office of Instruction, (4) recommended a changed title and accountability for the evening chairman (see above), (5) recommended continuing study by a (new) subcommittee of chairmen to determine the duties of the assistant deans and the assignment of departments to one of the three groups, (6) a report of subcommittee recommendations would be made to all chairmen at the beginning of the fall semester, 1974.

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The dean distributed the subcommittee report at the general chairmen's meeting of June 6 and led the subcommittee in a description and discussion of the recommendations and answered questions. A motion was proposed and was passed to accept and approve the subcommittee report and to direct it to the president. Inasmuch as chairmen had not had an opportunity to examine the report prior to the meeting, it was decided to confirm this important vote by way of questionnaire. (See Appendix L). The questionnaire was composed of what was believed to be the 6 major recommendations. The responses are set forth in Table 2.

From Table 2 and from comments which the chairmen made on the questionnaire, it was apparent that many were either unaware of the recommendation to divide departments into three groups or were unwilling to express their opposition at the June 6 meeting. From responses to item 4, ("Departments would be divided into three groups each reporting for defined operational tasks to three assistant deans."), it seems that some chairmen believed that all departments were included in each "diamond" on Chart 4 with each assistant dean having specific and limited responsibilities for different functions. Upon determing that this was not so and that, indeed, a grouping of departments was proposed, one-half of the 18 responding chairmen were opposed to the plan.

The subcommittee of chairmen could not be reconvened to deliberate the implication of this response. Accordingly, the dean, who is this writer, has presented the president with an account (V, Recommendations) of the circumstances and with personal recommendations which go beyond those which can be supported by a consensus of the chairmen at this writing.

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Table 2

Itemized Chairmen's Response to Proposed Instructional Reorganization

Statements from Committee Recommendations	Agree	Disagree	No Response
1. "The divisional form of organization ... is not believed appropriate to East Los Angeles College at this time."	18	3	0
2. "There is insufficient personnel in the instructional offices ... additions to staff should be made where indicated."	19	1	1
3. "There is recommended for implementation an organizational plan which would provide for delegation of authority from the dean level to assistant deans with specified line authority for specified operational tasks."	17	1	3
4. "Departments would be divided into three groups each reporting for defined operational tasks to three assistant deans."	9	9	3
5. "Evening office clerical functions will continue much as now. A coordinator will be in charge accountable to the dean."	14	6	1
6. "Evening Division chairmen, for those departments so authorized, will be redesignated vice-chairmen .... This places the responsibility for the full instructional program in each department upon the chairman ..."	17	4	0

RECOMMENDATIONS

The department chairmen of East Los Angeles College and the Dean of Instruction make the following recommendations and comments each of which represents a strong consensus of opinion. The recommendations derive from the investigations conducted by the chairmen and the dean and which are described in preceding pages, particularly in Findings and Interpretations, pages 18 to 28, inclusive.

1. The East Los Angeles College instructional program has been organized by departments which, in general, have incorporated a single or related academic discipline. Although the claimed superiority of the divisional or the division/department structure has been noted, it is not recommended for further study at this time.
2. Decision-making at the dean level in the Office of Instruction has been too centralized. Although there is consensus that structural change is needed to accomplish a delegation of authority, further study is recommended to detail the nature of this structure. (See Recommendation 4, below).
3. Neither certificated nor clerical support personnel in the Office of Instruction or the Evening Division has grown apace with the increase in student enrollment and the additional work load imposed by specially funded and outreach programs. Final determination of structural change (Recommendation 2) must precede recommendations for the number and categories of additional employees required.

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4. There is recommended for implementation an organizational plan which would provide for delegation of authority from the dean level to two or three assistant deans with specified line authority for specified operational tasks. (See Chart 4, page 26 or Appendix K). Further study is required to determine the tasks for which authority to the assistant deans would be delegated although there was consensus that general planning, policy interpretation, personnel grievance procedures, and other non-routine duties as well as general supervision of the instructional program would remain with the dean.
5. The evening chairman position which has been authorized for some departments and which has reported to the assistant dean for evening should be redesignated "vice-chairman" and should report to the department chairman, day. Principal responsibility would continue to be supervision of evening and outreach classes but, also, it is proposed that this person represent the department in the absence of the chairman. This change can take place immediately and need not await nor is it dependent upon other Office of Instruction organizational adjustments.
6. A subcommittee of department chairmen should be assembled to further deliberate the required structural detail to implement Recommendation 4 (above). This subcommittee would work with the dean of instruction to accomplish the objectives set forth in the June 6, 1974 report to department chairmen (Appendix K) and to resolve objections and review recommendations

which were submitted in the follow-up questionnaire to this report (Appendix L). The objective would be to prepare a second report to be submitted to department chairmen early in the 1974-1975 academic year. The dean would give leadership to this subcommittee which may or may not have the same membership as the first subcommittee according to the wishes of the chairmen.

7. The president is encouraged to invite the College Academic Senate to constitute a committee of faculty members for the purpose of working with department chairmen and members of the administration on organizational problems. Department chairmen recognize that they enjoy a mandate limited to the duty statement and their recommendations set forth here represent their considered opinions as departmental leaders and may not reflect the opinion of members of their departments or the faculty at large.
8. The study by the chairmen of the experiences of other colleges who have attempted or are in the process of reorganization reveals the extreme sensitivity of such an undertaking. It is recommended that changes in organizational pattern be widely discussed, then a sincere and concerted effort be made to develop support for such changes as may be made, and that implementation proceed in such manner as to assure the least possible disruption of the educational program.

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APPENDIX A

A TEN YEAR STUDY OF SELECTED CURRICULUM DATA

EAST LOS ANGELES COLLEGE CATALOGS (1964-1974)

A TEN YEAR STUDY OF SELECTED CURRICULUM DATA

EAST LOS ANGELES COLLEGE CATALOGS (1964-1974)

A. Total number of courses offered (listed in Catalog):

1964-65 -- 513

1965-66 -- 510

1966-67 -- 574

1967-68 -- 605

1968-69 -- 627

1969-70 -- 670

1970-71 -- 683

1971-72 -- 769

1972-73 -- 766

1973-74 -- 859

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B. Number of courses by subject area:

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Accounting	9	9	11	11	11	11	11	11	11	11
Administration of Justice									30	36
Afro-American Studies						8	8	8	9	9
Allied Health										1
American Cultures										1
Anatomy	1	1	1	1	1	1	1	1	1	1
Anthropology	3	3	3	3	3	4	4	4	5	5
Architecture	18	18	19	19	19	19	19	19	18	18
Armenian	2									
Art	40	40	46	47	46	49	49	49	52	53
Astronomy	1	2	4	2	4	2	2	2	1	1
Automation	2	2		2		2				
Automotive Technology										16
Biology	6	6	6	8	8	8	8	10	10	10
Botany	3	3	3	3	3	3	3	4	2	2
Broadcasting						1	1	1	1	2
Business	3	3	6	6	4	4	4	4	5	6
Business Data Processing			21	22	22	13	15	14	14	15
Chemical Technology										7
Chemistry	7	7	8	7	7	7	7	10	9	10
Child Development									9	9

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B. Number of courses by subject area (continued):

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Chinese	4	4	4						2	2
Community Development	3				6		4	4	5	5
Developmental Communications									2	3
Drafting	3	4	4	4		3	3	3	3	4
Earth Science						1	1	1	1	1
Economics	3	3	4	4	4	5	8	5	5	5
Education	1	1	1	1	1	1	3	3	3	3
Electronics	24	24	24	25	26	25	23	24	26	26
Electron Microscopy								5	5	5
Emergency Department Assistant									4	6
Engineering, Civil	6	7	7	8	8	9	9	9	9	10
Engineering, Electrical	3	3	3	3	3	3	3	3	2	2
Engineering, General	18	18	18	18	20	20	20	20	21	21
Engineering, Mechanical	7	7	7	7	7	7	7	6	4	4
Engineering Technician										5
English	13	13	13	13	15	16	18	20	20	30
Environmental Studies								1	1	4
Escrow										4
Finance	3	3	3	3	3	3	3	3	3	6
Fire Science	11	13	14	14	14	14	14	15	15	16
Foreign Trade										11

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B. Number of courses by subject area (continued):

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
French	5	5	5	5	5	5	5	5	5	5
Geography	4	3	3	3	4	4	4	4	4	7
Geology	4	5	5	5	7	7	9	10	10	10
German	5	6	6	6	6	6	5	5	6	6
Health	4	4	4	4	4	4	4	4	4	4
Health Services Management										2
Hebrew				2	2	2	2	2	2	2
History	9	9	9	10	11	15	15	17	16	16
Home Economics	13	14	14	15	14	16	16	15	21	22
Hospital Unit Management						2	2	2	2	
Humanities							1	4	3	3
Inhalation Therapy				4	10	10		8	11	
Italian	2	2	2	3	2	2	2	2	2	2
Japanese	2	2	2	2	2	2	2	4	5	5
Journalism	16	17	17	17	17	17	17	18	18	19
Law	2	2	2	2	2	2	3	3	3	3
Library Science								1	1	1
Management	4	4	11	11	12	12	12	12	11	12
Mathematics	28	31	28	25	25	25	26	24	22	23
Medical Record Science	5	5	5	6	6	6	6	7	7	7
Merchandising	3	4	4	5	5	5	7	7	6	7

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B. Number of courses by subject area (continued):

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Meteorology					1	1	1	2	1	1
Mexican-American Studies						12	12	13	14	19
Microbiology	6	6	6	6	6	6	6	6	6	6
Mineralogy	2	2	2	2	2	2				
Music	21	22	26	28	33	35	39	35	40	37
Nephrology									6	11
Nursing	17	17	17	18	17	17	15	19	19	21
Oceanography										1
Office Machines	6	5	4	4	4	4	4	4	3	1
Philosophy	6	6	6	8	9	8	8	9	8	8
Photography	9	12	11	12	13	13	13	19	16	17
Physical Education	26	23	24	24	24	24	25	27	31	32
Physical Science			1	2	2	2	2	2	2	2
Physics	12	9	9	9	9	10	10	10	9	11
Physiology	2	2	2	2	2	2	2	2	2	2
Police Science	26	22	22	23	23	24	25	27		
Political Science	3	2	2	4	4	4	4	4	4	4
Psychology	13	13	13	12	14	16	16	16	16	21
Public Relations							3	3	3	3
Real Estate	7	7	7	7	8	8	8	8	8	9
Recreation										1

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B. Number of courses by subject area (continued):

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74
Respiratory Therapy										12
Russian	4	4	4	4	4	4	4	2	2	2
Secretarial Science	18	19	21	20	22	24	24	25	24	24
Social Science						2	2	2	2	
Sociology	6	4	4	5	5	5	6	6	7	7
Spanish	5	5	5	6	7	10	10	12	12	13
Speech	10	10	10	13	13	13	13	13	13	14
Statistics	1	1	1	1	1	1	1	1	1	1
Supervision	1	1	14	16	16	15	15	15	16	16
Theatre Arts	10	10	10	14	13	15	15	15	15	15
Tool/Manufacturing Engineering			1	1	1	1	1	1		
Transportation										1
Zoology	5	5	5	5	5	5	5	5	5	5

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C. Total number of occupational curricula offered:

1964-65 -- 35

1965-66 -- 35

1966-67 -- 37

1967-68 -- 38

1968-69 -- 38

1969-70 -- 38

1970-71 -- 38

1971-72 -- 34

1972-73 -- 37

1973-74 -- 41

D. Number of day and evening faculty which appear in Catalog:

	Day	Evening	Both
1964-65 --	136	*	
1965-66 --	137	223	360
1966-67 --	154	228	382
1967-68 --	170	240	410
1968-69 --	177	187	364
1969-70 --	193	274	467
1970-71 --	202	282	484
1971-72 --	218	245	463
1972-73 --	226	291	517
1973-74 --	240	400	640

*Evening count not available.

JES:sjs

APPENDIX B

CATEGORIZATION OF TASKS: OFFICE OF INSTRUCTION

CATEGORIZATION OF TASKS: OFFICE OF INSTRUCTION

I. PERSONNEL

Recruiting
Interviewing
Evaluations
Grievances

II. INSTRUCTIONAL SUPPORT

Library
Audio-Visual
Media Production Center
Learning Resource Center
Computer Center
Orientation
In-Service Training

III. ADMINISTRATIVE AND GENERAL MANAGEMENT

Educational Operations
Catalog
Schedule
Committee Work
Planning and Development
Communications
1. Correspondence
2. Oral Communication
Reports
1. Faculty
2. President
3. Central Office
4. Chancellor's Office, Sacramento

IV. SUPERVISION

V. CURRICULUM DEVELOPMENT

ELAC Curriculum Committee
District Council of Instruction
Curriculum Coordinating Committee
Instructional Master Plan
Occupational Advisory Committees
Articulation
1. Other Community Colleges
2. Senior Institutions
3. High Schools
4. Evaluation

VI. EVENING AND OUTREACH

Evening Division
Civic Center Program
Specially Funded Projects

APPENDIX C

DUTY STATEMENT

DEAN OF INSTRUCTION

DUTY STATEMENT

DEAN OF INSTRUCTION

UNDER THE DIRECTION OF THE PRESIDENT OF THE COLLEGE:

Is responsible for the preparation and publication of the College catalog, faculty handbook and schedules of classes.

Is responsible for establishing and maintaining files and records relating to the instructional program such as course outlines, official textbook lists, and room-utilization study.

Is responsible for and supervises the revision of existing curricula and the development of new curricula. Represents the College on the Community College Curriculum Coordinating Committee. Serves as Chairman of the Faculty Curriculum Committee and of the advisory committees for curriculum development in occupational areas.

Is responsible for the administration of the College library and serves as Chairman of the Faculty Library Committee.

Determines probable future instructional needs and serves as the administrative representative on College instructor selection committees.

Is responsible for the supervision of classroom instruction and responsible for the performance of duties related thereto. Such duties include the evaluation of non-permanent certificated employees; the orientation of new members of the instructional staff; responsibility for innovation in the instructional process; the direction of instructional coordinators and department chairmen in the integration of related course offerings.

Is responsible for the reconciliation of the College instructional program with district patterns and procedures. This requires the preparation and processing of such material as the organized classroom teaching report, teacher assignments, processing leaves of absences for the instructional staff, and other reports relative to the instructional program.

Is responsible for the student-teacher training program.

Is in charge of the articulation of the instructional program with those of other institutions and prepares and publishes instructional brochures for distribution.

Performs all related duties as assigned.

May assume the duties, obligations, and legal responsibilities of the President during his absence.

APPENDIX D

DUTY STATEMENT

DEPARTMENT CHAIRMEN AND HEADS

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DUTY STATEMENT

DEPARTMENT CHAIRMEN AND HEADS (DAY)

The Department Chairman represents his department in matters relating to all administrative offices of the College.

Responsibility to the Dean of Instruction

Supervises the level and content of instruction in all courses offered by the department.

Represents the department in all certificated and classified personnel matters, handles these matters at the department level where possible, and is present and a participant if these problems are represented to an administrative officer.

Attends meetings of Department Heads and Chairmen, and maintains liaison between the administration and the members of his department. He, likewise, represents his department's opinion to other departments and to the administration where this is desirable or required.

Is responsible for orientation of new members of his department.

Makes recommendations to the Dean for changes in the number of certificated and/or classified personnel to be assigned to his department.

Evaluates instruction and prepares and submits performance ratings of substitutes and probationary instructors assigned to his department.

Participates in the interviews for selection of new instructors in his department.

Represents the department in official meetings called by the District and reports to the Dean and to the members of the department.

Develops and submits proposed department schedule of classes.

Submits recommendations of the department for additional courses, deletions of courses, and major modifications of course content.

Prepares or directs the preparation of course outlines of departmental offerings, and revises and amends these outlines when necessary.

Works with the Dean and/or other Chairmen or Heads to coordinate course offerings with other departments and for the benefit of student programs.

DUTY STATEMENT

DEPARTMENT CHAIRMEN AND HEADS (DAY) (Contd.)

Responsibility to the Dean of Instruction (Contd.)

Presents departmental recommendations for choice of official textbook adoptions in all courses offered. Submits estimated needs for textbooks each semester for all classes (day, evening, and off-campus) scheduled by his department.

Prepares and submits additional reports and information as the proper operation of his department and the larger needs of the College may require.

Responsibility to the Dean of Educational Services

Prepares requests for department supplies - non-consummables and equipment.

Is responsible to the Dean for safety and security of educational equipment in laboratories, preparation rooms in special-use teaching stations.

Is responsible for safety instruction covering use of tools and machine as well as equipment used by the department.

Responsibility to the Dean of College Development

Participates in the selection and approval of those students eligible for department honors, scholarships and grants-in-aid.

Works with the Dean of College Development in the planning of special project proposals.

Responsibility to the Dean of Student Personnel

Encourages students who need guidance to contact the counselors office.

Works closely with Dean and with the counselors in course advising of students.

Prepares and submits such summary reports as are required by the Office of Admissions.

Refers students requiring help with health problems to the Dean.

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DUTY STATEMENT

DEPARTMENT CHAIRMEN AND HEADS (DAY) (Contd.)

Responsibility to the Dean of Evening Division and Summer Session

(The day Chairman need not be the evening Chairman, but always coordinates day and evening courses.)

Recommends departmental offerings for the Evening Division schedule.

Participates in the supervision of Evening Division class offerings, to insure uniformity of level of instruction and course content.

Recommends selection and retention of part-time instructors in the department.

APPENDIX E

DEPARTMENTAL ORGANIZATION

EXCERPT FROM 1974-1975 GENERAL CATALOG

EAST LOS ANGELES COLLEGE

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DEPARTMENTAL ORGANIZATION

Areas of Study—The transfer and occupational program offerings at East Los Angeles College are organized and administered within the departmental structure of the College. Subjects are listed under the department name where more than one subject is taught within a department.

Administration of Justice

Afro-American Studies

Anthropology and Earth Science
- Anthropology
- Earth Science
- Environmental Studies
- Geography
- Geology
- Meteorology
- Oceanography

Architecture

Art

Business Administration
- Accounting
- Business
- Business Data Processing
- Escrow
- Finance
- Foreign Trade
- Law
- Management
- Merchandising
- Real Estate
- Supervision

Chemistry

Developmental Communications

Electronics

Engineering
- Automative Technology
- Drafting
- Engineering, Civil
- Engineering, Electrical
- Engineering, General
- Engineering, Mechanical
- Engineering Technician

English
- Education
- English
- Humanities

Fire Science

Foreign Language
- Chinese
- French
- German
- Hebrew
- Italian
- Japanese
- Russian
- Spanish

Home Economics
- Child Development
- Home Economics

Journalism
- Journalism
- Public Relations

Library Science

Life Sciences
- Allied Health
- Anatomy
- Biology
- Botany
- Electron Microscopy
- Emergency Department Assistant
- Health
- Health Services Management
- Medical Record Science
- Microbiology
- Nephrology
- Physiology
- Respiratory Therapy
- Zoology

Mathematics
- Mathematics
- Statistics

Mexican-American Studies

Music

Nursing

Photography

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32 DEPARTMENTAL ORGANIZATION

Physical Education
- (Men and Women)
- Health Education
- Physical Education
- Recreation

Physics
- Astronomy
- Physical Science
- Physics

Psychology and Philosophy
- Psychology
- Philosophy

Secretarial Science
- Office Machines
- Secretarial Science

Social Science
- American Cultures
- Economics
- History
- Political Science
- Sociology

Speech and Theatre Arts
- Broadcasting
- Speech
- Theatre Arts

APPENDIX F

CHART OF ORGANIZATION OF OFFICE OF INSTRUCTION

EAST LOS ANGELES COLLEGE, 1973

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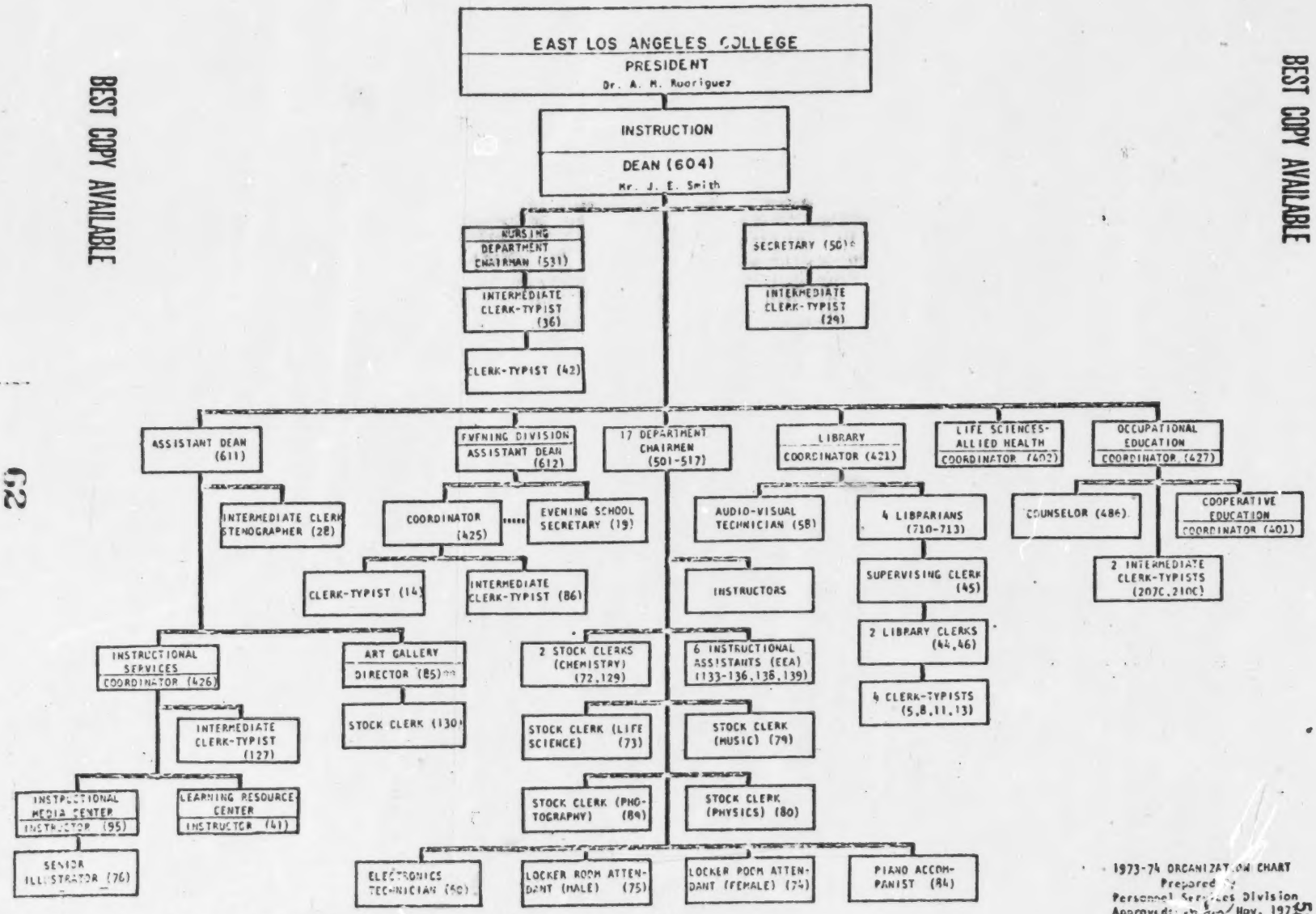
LOS ANGELES COMMUNITY COLLEGE DISTRICT



1973-74 ORGANIZATION CHART
Prepared by
Personnel Services Division
Approved: [illegible] Nov. 1973

* Exercises Functional Supervision over Intermediate Clerk Stenographer (28)

** Payroll Title is Instructor

APPENDIX G

COLLEGES TO WHICH QUESTIONNAIRES WERE SENT

COLLEGES TO WHICH QUESTIONNAIRES WERE SENT

1. Alameda, College of
2. Allan Hancock College
3. Bakersfield College
4. Cerritos College
5. Chaffey College
6. Citrus College
7. Foothill College
8. Fresno City College
9. Fullerton College
10. Glendale College
11. Golden West College
12. Grossmont College
13. Los Angeles City College
14. Los Angeles Pierce College
15. Los Angeles Valley College
16. Modesto Junior College
17. Mount San Antonio College
18. Riverside City College
19. Sacramento City College
20. San Bernardino Valley College
21. San Francisco, City College of
22. San Jose City College
23. Santa Ana College
24. Santa Monica College
25. West Valley College

APPENDIX H

QUESTIONNAIRE

ADMINISTRATIVE ORGANIZATION OF THE INSTRUCTIONAL PROGRAM

PRESENT STRUCTURE AND FUTURE PLANS

QUESTIONNAIRE:

ADMINISTRATIVE ORGANIZATION OF THE INSTRUCTIONAL PROGRAM:

PRESENT STRUCTURE AND FUTURE PLANS

1. Is your instructional program now organized by

   a. departments (how many)
   b. divisions (how many)
   c. divisions which include departments as sub-units (how many)
   d. other _____

2. If organized by division or division-department, has your college always been so organized?

   Yes No

3. If answer to No. 2 is "no", please answer the following:

   a. what was former structure (department?)
   b. what were reasons for change to divisions
   c. by whose decision was change made
      1. administration only
      2. administration and faculty concensus
      3. action of trustees
      4. other _____

4. What is the current day and evening enrollment?

   Day_____ Evening_____

5. Number of day and evening faculty.

   Day_____ Evening_____

6. If organized by division or division-department, are you contemplating any significant change in structure?

   Yes No

7. If answer to No. 6 is "yes", describe:

   a. why is change being contemplated
   b. what (new) form do you envisage

8. If organized by departments (only), have you considered reorganization into divisions?

   a. yes
   b. no
   c. prefer not to state

9. If answer to No. 8 is "yes", please respond to the following:

   a. are you currently working on such reorganization
   b. have you attempted to make change to divisions in the past five years
   c. what do you regard as major obstacles to such a reorganization

10. If you are now organized by departments (only), do you, as an administrator, regard divisional structure as superior to your present organization?

    Yes No

    Remarks_____

11. Is approval of the trustees and/or central office required to make an internal administrative change?

    Yes No

APPENDIX I

"ADMINISTRATIVE REORGANIZATION"

(Bulletin of President Louis Kaufman to the

Faculty of Los Angeles City College, July 1971)

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LOS ANGELES CITY COLLEGE

July 16, 1971

TO: Deans, Asst. Deans, Coordinators, Office Staffs

FROM: Dr. Louis Kaufman

SUBJECT: ADMINISTRATIVE REORGANIZATION

As you know, one of the general goals of the college administration for 1970-71 has been to review the organizational structure of the College. During the year, the deans and I have investigated ways in which we could develop an organizational structure that would be more effective and responsive to the needs of the students, faculty, staff and community.

I recently asked the deans for a comprehensive analysis of our administrative organization, and asked them for recommendations on how we might improve it. As a result of this analysis and group discussion, I have arrived at some conclusions and decisions. Our purpose has been not to eliminate personnel in any office. In fact, the changes described below will not eliminate a single employee. On the contrary, it will enable our current employees--administrators, their staffs, and the faculty--to cope more effectively with their large responsibilities.

Frankly, it has become apparent to the deans and me that our current structure of five equal deans, each with relatively equivalent staffs, does not reflect the actual operations and workloads of the various administrative offices. For example, the Office of Instruction is such a major element of this campus that this past year it has actually been handled by three separate offices: Instruction, Evening Division, and College Development (specially funded instructional programs).

The result of such duplication is inevitably lack of coordination and ineffectiveness.

Our soul-searching revealed that there really are four major functions on this campus, each with special duties, each with the need for special types of administrators.

Consequently, we are reorganizing the college into four main Directorates, and the chief administrators of these areas will be known as Directors. They will carry the administrative rank of dean. One of these new Directorates has such disproportionate responsibilities that it will have a Deputy Director, also with the rank of Dean.

There is a consensus that all instruction should be under the Director of Instruction, Dean Hilleary. Thus, effective with the end of the summer session, the Evening Division will be inactivated and the personnel and functions transferred to the Director of Instruction. In order to effect smooth transition, the Dean of the Evening Division will be assigned as Deputy Director of Instruction.

In addition, it is apparent that the process by which all Department Chairman report to the Director of Instruction is not compatible with good management as such an unwieldy span of control inhibits coordination, consultation, and communication. Thus, the Director of Instruction will set up three instructional divisions to be administered by Assistant Deans. This will enable

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these latter three individuals to become administrators of a group of departments to the betterment of all concerned. The Department Chairmens' Council, will continue to function along with such meetings as the Division Deans may desire.

Other changes that are to be made effective on July 31, 1971 are as follows:

1. Instructional Materials Center and Audio Visual are transferred to Instruction to be grouped with the Library. Dean Hilleary will coordinate co-locating these units with Dr. Bacon.

2. The Bursar will be assigned to the Director of Educational Services.

3. The Research Coordinator will be assigned to the Director of Development.

4. Specially funded instructional programs (Dean Ware) will be assigned to the Director of Instruction.

5. The Career Guidance Center will be assigned to the Director of Student Personnel Services.

6. Financial Aids, Scholarship, and Placement will be assigned to the Director of Student Personnel Services. He will investigate the possibility of co-location and will assign the supervisory function over the scholarship area. Of the two positions assigned to Mrs. Hanley, Mrs. Lerner will be assigned to Scholarship. The other position goes to Communications and Campus Police.

7. At a time mutually agreed upon by Dr. Cox and Mrs. Holcomb, Mrs. Hanley will transfer to Student Personnel Services. This date should be no later than August 31, 1971.

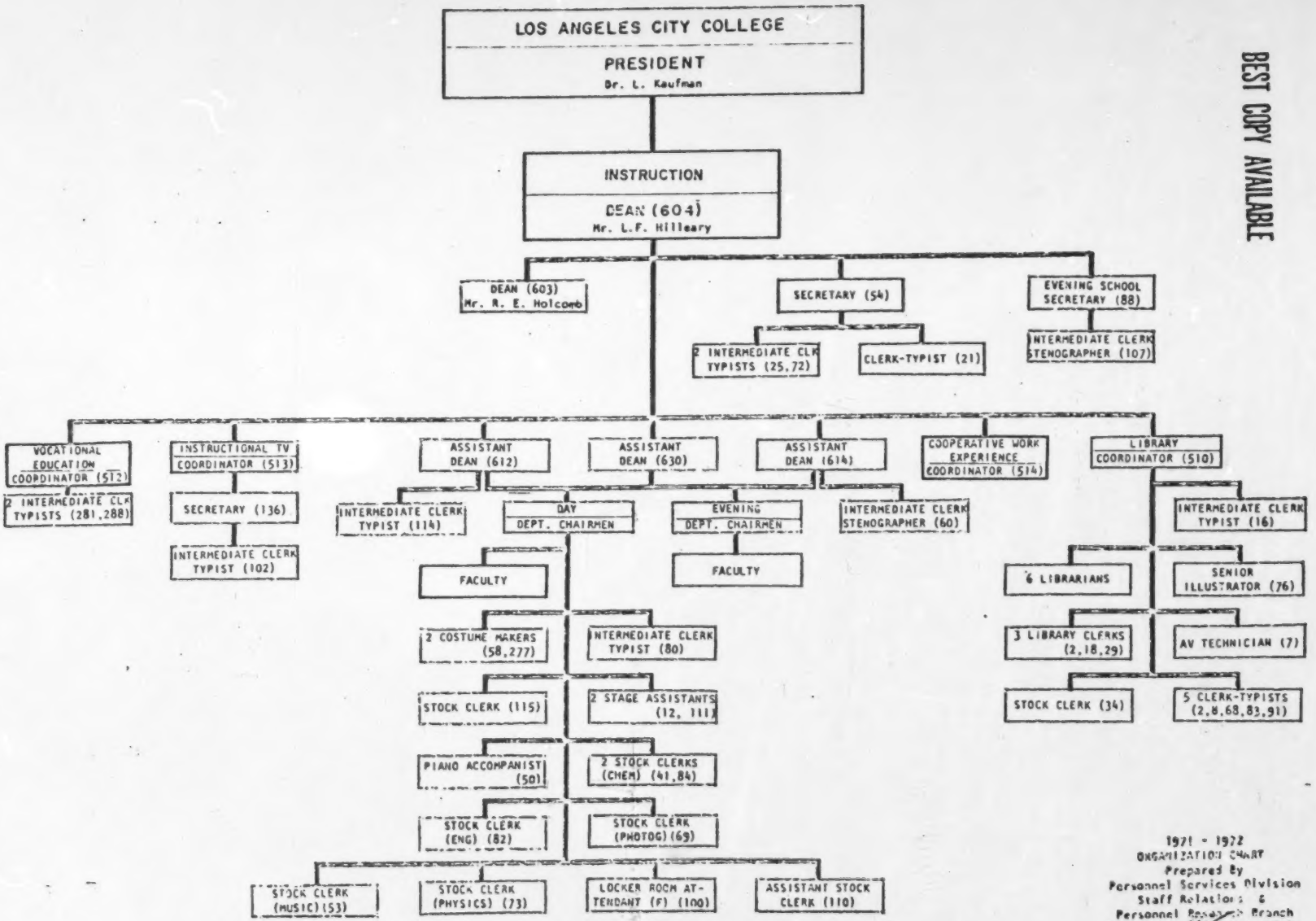
8. The Director of Educational Services will supervise the relocation of the Campus Police and the Communications Office to the area now occupied by the Evening Division.

APPENDIX J

CHART OF ORGANIZATION OF OFFICE OF INSTRUCTION

LOS ANGELES CITY COLLEGE, 1971

LOS ANGELES COMMUNITY COLLEGE DISTRICT



1971 - 1972
ORGANIZATION CHART
Prepared By
Personnel Services Division
Staff Relations & Personnel Research Branch
Approved: [illegible] Oct. 1971

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APPENDIX K

RECOMMENDATION: REPORT TO PRESIDENT ON THE ADMINISTRATIVE ORGANIZATION OF THE INSTRUCTIONAL PROGRAM

INTER-OFFICE CORRESPONDENCE
Los Angeles Community Colleges

June 6, 1974

To: All Department Chairmen and Heads

From: Subcommittee on Organization

Subject: RECOMMENDATION: REPORT TO PRESIDENT ON THE ADMINISTRATIVE ORGANIZATION OF THE INSTRUCTIONAL PROGRAM

SUBCOMMITTEE MEMBERS:

Mr. Jack E. Smith, Chairman
Mrs. Kaye Dunagan
Dr. Harold Fox
Dr. Robert Langford
Mr. Eugene Lazare
Mr. Joseph Lingrey
Mr. William Newman
Mr. Eli Sandler
Mr. Donald Sandlin
Mr. Manuel Pena

This committee has been composed of 9 chairmen and heads who volunteered (Chairmen's meeting of May 2) to work with Dean Smith, for the purpose of proposing the items which will constitute the report on organization to the President. This report is due at the end of the present academic year. The subcommittee has met four times: May 9; May 14; May 28; and June 4.

I. GENERAL REMARKS

The subcommittee in its discussion has repeatedly gone over the ground which had been covered in the general meetings of all chairmen at the meetings of March 5, 14; April 4 and May 2. There was, also, a review of opinions expressed on the Group I, II, III meetings (7-9 chairmen each with Dean Smith) on April 15 and 16. Organization structure of comparable colleges has been studied. The practical and policy aspects of making significant change in administrative organization of our thirty-year-old institution has been a continuing concern.

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II. OBSERVATIONS

The organization of the East Los Angeles College instructional program has evolved on a step-by-step basis as disciplines have been added; departments were formed at those times and with these combinations of disciplines and personnel as seemed expeditious. The enrollment growth of the College was rapid, courses and curricula multiplied, and there was and is an acute shortage of offices and classrooms. There has not been a formal study of the pattern of organization of the Office of Instruction and of the instructional departments..

The present circumstance is one of heavy centralization of the decision-making process at the Dean of Instruction level. Although in practice line authority has been delegated to assistant deans and coordinators, these persons with the exception of the assistant dean for evening occupy staff positions on the official chart of organization.

III. ALTERNATIVE ORGANIZATIONAL PATTERNS

Community Colleges in California with comparable enrollment are found in two major patterns although there are significant variations.

A. Departments reporting directly to a dean or assistant dean. (ELAC, Valley, San Jose, Modesto)

B. Divisions (in general, larger groupings of disciplines than a department) headed by a chairman or coordinator (sometimes "dean") who reports to an academic vice president or dean of instruction. Divisions may include a number of departments each with a chairman or head. (Cerritos, El Camino)

No instance of an established community college with departments changing to a divisional structure has been identified.

IV. RECOMMENDATIONS

A. The divisional form of organization provides a means of decentralization of authority and decision making. Although it appears a superior form at those institutions organized in that pattern at the outset, it has not been adopted where growth has occurred by departments over a long period of time. It is not believed appropriate to East Los Angeles College at this time. Principal reasons:

1. Selection of division head by administration would be unacceptable. Election by departments would

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favor the larger departments in any division and would create a new class of administrator.

2. Grouping of disciplines would require the drastic alteration of present reporting practices, separation of long-time friends and associates, and be disruptive of many current instructional relationships which are beneficial to effective instruction.

3. Divisions should be housed together or in proximity. The master building plan provides for the housing of the instructional plan by departments. Extensive capital modification would be required by reorganization to divisions.

B. There is insufficient personnel in the instructional offices. Administrative and clerical support has not kept pace with enrollment. This need should be intensively studied by the administration and additions to staff should be made where indicated.

C. There is recommended for implementation an organizational plan which would provide for delegation of authority from the dean level to assistant deans with specified line authority for specified operational tasks. (See Chart Attached.) Policy interpretation, major planning activities, and other non-operational responsibilities reside with the dean as does the responsibility to the president for the instructional program in its entirety. Major features:

1. Departments would be divided into three groups each reporting for defined "operational tasks" to three assistant deans. Each department works with the assistant dean on all programs: day, evening, and outreach. Evening division as an administrative unit headed by an administrative officer. Evening office clerical functions will continue much as now. A coordinator will be in charge accountable to the dean.

2. Evening division chairmen, for those departments so authorized, will be redesignated vice chairman and will continue evening responsibilities but will have line responsibility to the chairmen and will represent the department in the chairman's absence. This places the responsibility for the full instructional program in each department upon the chairman and, it is expected, would lend to better balance of day, evening, and outreach classes.

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3. A subcommittee of chairmen will meet with the dean during the summer to make the specific recommendations required for this plan.

   a. Define those functions to be regarded as "operational" and therefore the responsibility of each assistant dean. All un-named functions will reside with the dean.

   b. Recommend the specific assignment of departments to each of the three groups.

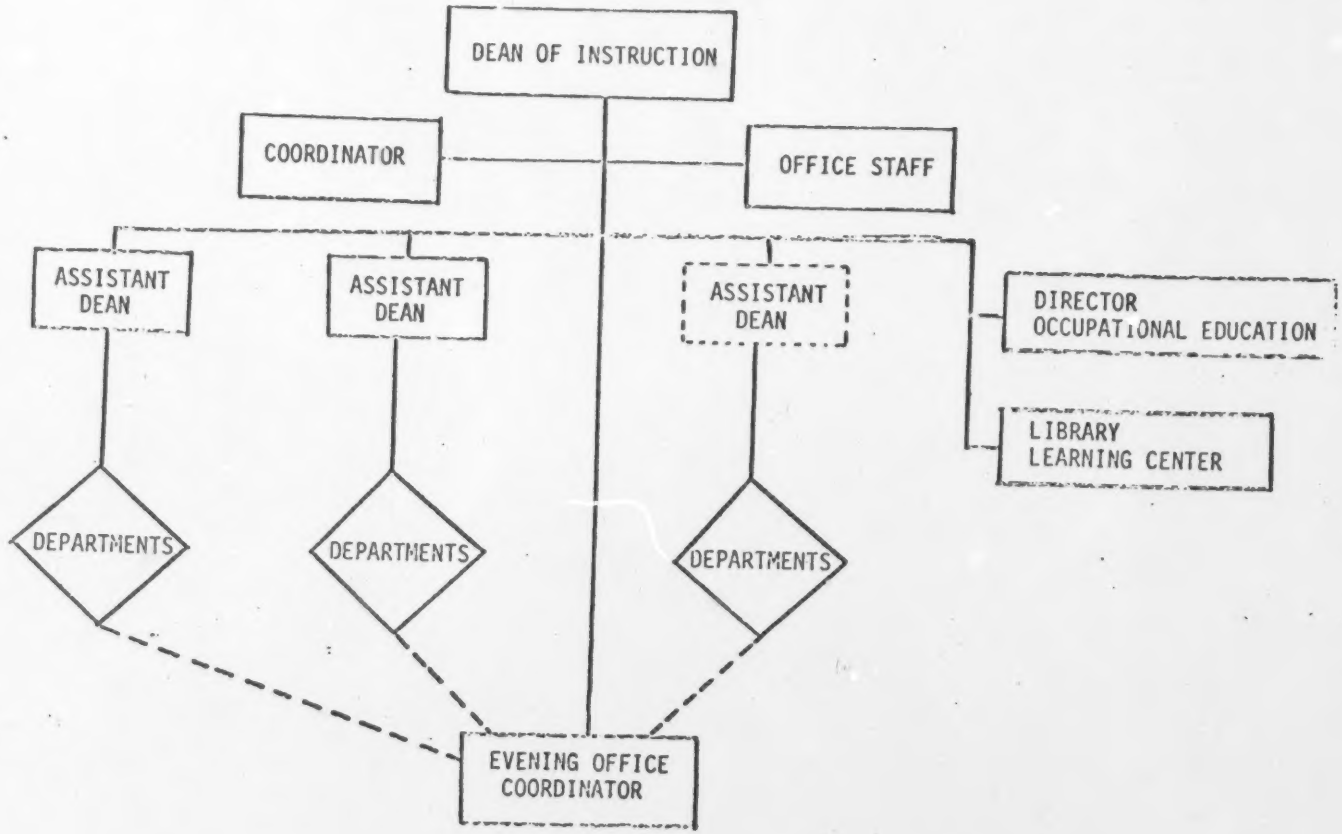
   c. Recommend a process which will provide for a continuing evaluation of the efficiency of this new structure.

A report to the chairman of committee recommendations will be made at the beginning of the fall semester.

PROPOSED ORGANIZATION OF THE EAST LOS ANGELES INSTRUCTIONAL PROGRAM

(Chairmen's Subcommittee on Organization)

DRAFT Committee Use Only



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APPENDIX L

QUESTIONNAIRE FOR RESPONSE TO INSTRUCTIONAL ORGANIZATION RECOMMENDATIONS

INTER-OFFICE CORRESPONDENCE
LOS ANGELES COMMUNITY COLLEGES

June 11, 1974

To: All Department Chairmen and Heads

From: Jack E. Smith, Dean of Instruction

Subject: QUESTIONNAIRE FOR RESPONSE TO INSTRUCTIONAL ORGANIZATION RECOMMENDATIONS

The purpose of this questionnaire is to seek feedback from chairmen regarding the proposed reorganizational changes recommended by the chairmen's subcommittee on instructional reorganization. Please feel free to let me know of your candid reactions. Your ability to relate to the new structure will be essential if the new organization is to be successful.

Please note a correction on Page 3 of the June 6, 1974, subcommittee report, which now reads that "Evening Division as an administrative unit headed by a coordinator; no longer by an administrative officer."

JES:KLH:sjs

Attachments

Statements from committee recommendations:

"The divisional form of organization . . . is not believed appropriate to East Los Angeles College at this time."

Agree_____ Disagree_____

Comments:_____

_____

_____

_____

"There is insufficient personnel in the instructional offices . . . additions to staff should be made where indicated."

Agree_____ Disagree_____

Comments:_____

_____

_____

_____

"There is recommended for implementation an organizational plan which would provide for delegation of authority from the dean level to assistant deans with specified line authority for specified operational tasks."

Agree_____ Disagree_____

Comments:_____

_____

_____

_____

"Departments would be divided into three groups each reporting for defined operational tasks to three assistant deans."

Agree_____ Disagree_____

Comments:_____

_____

_____

_____

"Evening office clerical functions will continue much as now. A coordinator will be in charge accountable to the dean."

Agree_____ Disagree_____

Comments:_____

_____

_____

_____

"Evening Division chairmen, for those departments so authorized, will be redesignated vice chairmen . . . This places the responsibility for the full instructional program in each department upon the chairman . . ."

Agree_____ Disagree_____

Comments:_____

_____

_____

_____

APPENDIX M

DIGEST OF OPINIONS ON REORGANIZATION EXPRESSED AT THE DEPARTMENT CHAIRMEN'S MEETINGS OF MARCH 14, APRIL 4, 15, 16, 26, 1974

UNIVERSITY OF CALIF.
LOS ANGELES

APR 18 1975

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DIGEST OF OPINIONS ON REORGANIZATION EXPRESSED AT THE DEPARTMENT CHAIRMEN'S MEETINGS OF MARCH 14, APRIL 4, 15, 16, 25, 1974

I. Opposition was expressed to a department/division form of organization for the following reasons:

A. The designation of a division head would jeopardize democratic leadership at the department level. No matter how the division chairman is selected, the fact that he is interposed between the department chairman and the dean moves the member one echelon further from the administration.

B. The identity and status of the instructional department is damaged as it is merged into a division.

C. Concern was expressed that the division head, even though democratically elected, would in fact be a chairman or faculty member from one of the larger departments in the division.

D. In a college organized in departments, the relocation of disciplines physically or structurally into divisions would be traumatic. Old friends and associates would be separated.

E. At the time of these discussions, there was not known to be a single instance in which a transition from departments to divisions had been accomplished in a community college in recent years.

II. Chairmen are cool to the idea of an additional level of line authority unless such authority is limited to specified functions only. Specifically mentioned as representative was line authority relating to allocation or rooms and schedule making. It was noted that there was already considerable delegation of authority by specific function from the dean to assistant dean.

III. In two of the three small group sessions, there was favorable reaction to the concept of a vice-chairman which person, in the larger departments, would be the assistant to the chairman and would have supervision over the evening program. Some departments reported a troublesome division of authority between day and evening chairmen.

IV. Concern was expressed over the proper role of occupational education. Should occupational departments be separated, join together, and report to a separate assistant dean or dean? There was no consensus.